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ABSTRACT

Empire State College (ESC) has an interest in following the progress of its recent graduates in the world of work as well as discovering what happens to those graduates wishing to continue their education. To obtain this information a survey was conducted of all graduates and additional data analyzed that was contained in each graduate's file. Findings are presented in three parts — the educational experiences of the graduates while attending the college; the graduate school admissions experiences of these students applying to graduate school; the work experiences of those graduates not attending graduate school. An appendix contains the methodology of the study, the general background characteristics of the graduates, and selected tables of interest. Some college experiences that provide useful background information on the graduates are also included. ESC graduates were found successful in their postgraduate experiences. (Author/KE)



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SUCCESS AFTER GRADUATION

A Study of the Baccalaureate Graduates of Empire State College

Timothy Lehmann

Office of Research and Evaluation Empire State College Saratoga Springs, New York

September 1974

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members of the Research and Evaluation staff (Ernest Palola, Paul Bradley, of this report. us with the original list of graduates and monthly reports of new graduates. in the graduate files readily available. Muriel Wilhelm, Registrar, provided Doubleday and June Gibson, provided valuable assistance in making the materials the report. The Office of Student Services, especially Ruth Ashcroft, Mary Lou staking task of typing and retyping the many tables, appendices and drafts of from each graduate's file. Judy Dober and Judy Dingman undertook the pain-Carlstrom who prepared many of the tables and assembled relevant information the study and preparing the final report. He was ably assisted by Vincia Timothy Lehmann, Director of Program Evaluation, was responsible for conducting Richard Debus) gave freely of their expertise in completing this report. time to tell us about their experiences after graduation from the College. The efforts and expertise of many people were involved in the preparation Our primary recognition is to the 131 graduates who took the

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Elizabeth Steltenpohl, Long Island Learning Center. Center; Davenport Plumer, Northeast Learning Center; George Rawick, Saratoga; Virginia Lester, College-Wide Division; Lawrence Lipset, Genesee Valley Learning New Models for Careers, Suffern; Jane Dahlberg, Metropolitan Learning Center; comments and suggestions for improvement. These individuals are: Jerry Sircus, their careful review of several versions of the report and their thoughtful and Arthur Chickering reviewed the report and offered valuable suggestions. Special thanks go to the members of the Research Advisory Committee for In addition, James Hall

humor throughout the long effort to prepare the final report. We wish to thank all these people for their willingness to help and good

Highlights of the Report

-- ESC graduates are successful in their postgraduate experiences.

ESC Experiences

- -- Nine out of every 10 graduates received 29 or more months of advanced standing; the average transcript credit awarded to the graduates was 22.6 months*.
- Almost half (42%) of the graduates pursued their work at ESC in the fields economy. of education and social services; one out of five pursued studies in political
- The 131 BA/BS graduates completed a total of 316 learning contracts; 42% were completed in three months.

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-- Eighty-three percent of the graduates had only one mentor.

Graduate School Experiences

- Three-quarters of ESC graduates who applied to graduate school were accepted; less than one in five who applied were rejected
- ESC graduates were most successful in applying at SUNY and CUNY institutions least successful at out-of-state colleges and universities.



^{*}The bachelor's degree commonly requires four years of study at the undergraduate completed their degree under the 36-month time requirement. to be consistent with other liberal arts colleges. sequently, the College reduced to 32 months the time required to graduate in order level. At ESC four years were translated initially into 36 months of study. All graduates in this study

- -- Forty-five percent of the applicants experienced some difficulty applying to graduate school (19% were denied admission outright; but 26% were eventually enrolled).
- --Seventeen of every 20 graduates say they would attend ESC if it had a masters degree program.

Work Experiences

-- Half of the graduates (55%) are employed in professional, semi-professional and supervisory type occupations.

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- -- Most graduates (53%) said that their employment circumstances improved as a result of obtaining an ESC degree.
- -- Nearly half (47%) of the graduates said they obtained other benefits than direct employment benefits with an ESC degree.

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this study in three parts: contained in each graduate's file. The following report presents the findings of and Evaluation conducted a survey of all graduates and analyzed additional data to continue their education ** To obtain this information the Office of Research in the world of work as well as discovering what happens to those graduates wishing The College has a keen interest in following the progress of its recent graduates Empire State College has 170 graduates since it was opened two years ago. *

First, the educational experiences of the graduates while attending the college;

Second, the graduate school admissions experiences of these students applying to graduate school;

Third, the work experiences of those graduates not attending graduate

useful background information on the graduates. after leaving ESC, we begin the report with selected college experiences that provide Although the major focus of the report is upon those experiences graduates encounter To complete the report, an appendix contains the methodology of the study, the general background characteristics of the graduates and selected tables of interest.

of this study. Appendix A for a full discussion of the number of graduates and the response rate *The figure of 170 is the total number of graduates as of September 1, 1973.

^{**}This study is the fourth in a continuing scries of studies about Empire's graduates #10, September 1973. and Review #5; and "95 Graduates: A Brief Statistical Study, "Research and Review Previous studies were: Ten Out of Thirty, 1973; a "Study of ESC Graduates," Research

Section I: Empire State College Experiences

represented by the graduates, the learning contracts undertaken, the learning center present information on the amount of advanced standing awarded, the areas of study the information contained in the admissions office files. The following subsections attended and the type of degree awarded. A selected number of the graduates' college experiences were tabulated from

A. Advanced Standing Awarded

time of this study 30 months was the maximum award toward a 36 month baccalaurate Advanced standing is granted on the basis of months earned toward a degree. At the standing the student prepares a portfolio with the help of his mentor. and that appropriate credit should be awarded for this learning. To obtain advanced approach to alternative forms of higher education. The College is committed to in the context of the student's own degree program and the college's objectives. folio summarizes past experiences and shows what the student has learned from them the proposition that significant learning can occur outside the classroom setting Assessment of prior learning is an integral part of the Empire State College The port-

to ESC graduates. Eighty-six percent of the graduates received the full 30 months allowable in the award of advanced standing. Ninety percent of the graduates received 29 or more months of advanced standing and the average award was 29.4 Table 1 presents the information on the amount of advanced standing awarded

graduates received 14 or fewer months of transcript credit. transcript credit from other colleges and universities. Seventeen percent of the One-third of the graduates received all of their advanced standing via The average transcript

Advanced Standing Awarded to ESC Graduates

Į							***************************************
•	(100)	123*	(100)	123* 22.6	(100)	131 s 29.4	Total Mean Months
	(50)	59	(2)	3	(0)	0	4-0
wan 1.48	(14) (19)	23	96	11	96	0 0	9-5
• ,	£(7)	າ 6	(10)	13) ()	0	19-15
	6)	∞	(22)	26	(5)	7	24-20
-	(1)	1	(E)	2	<u>(</u>	0	25
	9	0	(2)	2	Ξ	Ь	26
	9	0	(10)	12	(5)	6	27
-	9	0	(3)	4	<u>(</u>	0	28
	(2)	2	(3)	3	(3)	4	29
**	(1)	1	(32)	39	(86)	113	30
	Percent	#Graduates with Prior Learning Credit	Percent	"#Graduates with Transcript Credit	Percent	# Graduates with Advanced Standing	Number Months Awarded

in the graduates file did not breakdown the award into transcript and prior learning credits. *Eight graduates were included in the advanced standing awarded category but the information

credit awarded was 6.8 munths. while 84 percent received 14 months or less. The average amount of prior learning or more months of prior learning credit for their total advanced standing award credit for the graduates was 22.6. Four percent of the graduates received 25

ceding eight months. This study of 419 students revealed that 59% of the students received the full 30 months possible, 16% received 26 to 29 months; 19% received of March 22, 1974) analyzed the amount of advanced standing granted during the pre-16 to 25 months and 6% received 1 to 15 months. The average amount of credit A recent report prepared by the Office of Program Review and Assessment (memo

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granted was 26.8 months. The average amount of transcript credit for previous academic work was 18.3 months and the average amount of prior learning credit

more of the maximum amount of advanced standing awarded than those students in the surveyed by the Assessment Office. Two interpretations can be made about these previous academic work and less credit for prior learning than did the students Assessment Office survey. students who were superbly matched with the college objectives and program. learnings and were able to take advantage of a program which recognized prior from later graduates in that they came to ESC with greater previous college learning as worthy of academic credit. Thus, the first graduates represented When comparing these two studies, the first graduates received substantially First, the early graduates may represent a somewhat atypical group The first graduates received more credit for their

of student's prior learning experiences within the context of their degree program has evolved considerably its assessment policies, procedures and documentation reviews since graduating its first students. Therefore, more careful evaluation results in fewer students receiving the maximum amount of advanced standing. than the maximum award will not end up graduating. Therefore, the graduates may represent a selected group with higher than average amounts of advanced standing. graduated, it may be that some of the students who have been assessed with less the Assessment Office survey includes both current students and some who have A second interpretation of the findings reflects the fact that the college Since

B. Area of Study

The categories used in the table are based upon those specified in the ESC Master present) and all the completed learning contracts in each graduate file were carefully analyzed to make a determination of the primary focus of study. The To determine each graduate's area of study, the program of study statement (if Plan modified and refined as a result of the Research Office coding process.* Table 2 presents the areas of study chosen by the graduates for their degrees.

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nine headings. For example, Political Economy has been combined with Social Theory description of these new areas, see Empire State's Educational Program, March 1974. to form an area called Social Theory, Social Structure and Change. For a full *At the time this research was conducted, the curriculum comprised eight areas of Since then, the areas of study have been reformulated and regrouped into

qualifications are reported in Appendix D. all were coded into an area that represented the dominant focus of their work. Although some graduates had programs of study that spanned several areas of study, coding process was designed to place each graduate within a given area of study. The coding process, modification of Master Plan areas of study and additional

involved in the next largest area of concentration, political economy. specialized in these areas. the greatest concentration by far. Forty two percent of the graduates seeking careers in education, social service, and community health services showed Education and social services, the area of study pursued by the graduates This is more than twice the number of graduates

we find that 24 of the 56 graduates (42 percent) were in educational fields and 32 graduates (58 percent) were in social services. Thus 18 percent of were in social service fields. the total number of graduates were in education related fields and 24 percent When we break down this category into education and social service parts,

of the graduates chose cultural studies. Almost all of these graduates came from the Labor College. One-fifth of the graduates chose political economy as their area of study. Fourteen percent

equally in the categories of work in the contracts, In other words, graduates did not tend to take a contract in social theory even if their area of study theory with i's philosophical orientation. This low percentage seems to hold was in another field. Less than one percent of the graduates concentrated in the area of social

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Area of Study For Empire State College Graduates

TABLE

(100)	131	TOTAL
(1)	2	Social Theory
(4)	σ	Science & Technology
(5)	6	Human Development
6)	<u>~</u>	The Arts
(8)	10	Studies
		Business Admin. & Professional
(14)	18	Cultural Studies
(20)	26	Political Economy
(42)	56	Education & Social Services
LOTCOILC	" orangacos;	in the or order)
Darcen+	# Graduates !	Area of Study

business administration) were in professional or vocational fields. When the areas of study are grouped into two general categories - liberal arts studies and professional or vocationally oriented studies, we find that 70 percent of all the graduates (education, social services, political economy,

Learning Contracts

activities that the student will undertake and the basis for evaluation of the the specific purposes which the particular contract aims to serve, the learning learning contract describes the general purposes which underlie the student's work, As a plan for learning developed jointly by the student and his mentor, the the student and his educational needs to the college and its educational objectives. The learning contract is the essential mechanism at the college which links

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ESC Graduates By Status of Learning Contract

Contract Status	Learning Contract #1 # Graduates Percent	tract #1 Percent	Learning Contract #2 # Graduates Percent	tract #2 Percent	Learning Contract #3 # Graduates Percent	tract #3 Percent
Full-time	110	(84)	101	(87)	43	(83)
Half-time Contract Missing in Admission	14	(11)	13	(11)		(15)
Files	7	(5)	2	(2)	1	(2)
TOTAL	131	(100)	116	(100)	52	(100)

at the college, an average of 2.4 contracts per graduate. work completed. The first 131 graduates took a total of 316 learning contracts

an investment on the part of the student of 36-40 hours each week while a half time contract assumes 18-20 hours per week. Table 3 summarizes the experiences of the ESC graduates by full or half time status of their learning contracts. their work in three contracts or less. Among those graduates who chose full time study more than 50 percent completed The graduates overwhelmingly chose (84%) to take full time learning contracts. Contracts can be either full or half time. A full time contract assumes

learning contracts in order to graduate, three contracts in order to graduate while only 14 students took four or more students took two contracts in order to graduate. Thirty seven students took Fourteen graduates took only one contract prior to graduation and 66

and third learning contracts. higher than those graduates taking half time contracts during their first, second who took four or more contracts, the percent taking half time contracts was in their degree program than later. However, of the small number of graduates Table 3 also indicates that more graduates took half time contracts earlier

(100)	10 316	(0)	1 0	(100)	3 0	(0001)	13
10.02	Total Contracts Percent 267 (84) 39 (13)	Learning Contract #6 Total # Graduates Percent Contra 0 (0) 267 1 (100) 39	Learning # Gradua 0 1	Percent (67) (33)	Learning Contract #5 # Graduates Percent 2 (67) 1 (33)	Percent (85) (15)	Learning Contract #4 # Graduates Percent 11 (85) 2 (15)

of three months of less duration. of the contracts took five or more months to complete. ESC graduates. Of the 316 contracts completed by the 131 graduates, 42 percent through four are analyzed together, we find that about 75% of the contracts were were completed in three months' time. Twelve percent of the contracts were for Thirty-one percent of the contracts were for two months or less. Eleven percent Table 4 summarizes the data on the length of contracts undertaken by Most of these contracts were devoted to portfolio preparation. When contracts one

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ESC Graduates by Duration of Learning Contract*

TABLE 4

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(100)	52	(100)	116	(100)	131	TOTAL
(2)	ш	(2)	2	(5)	7	Missing
(0)	0	(3)	W	(1)	1	6 months
(2)	1	(1)	1	(11)	14	6 months
(2)	⊢ ∪	E @	7	<u>6</u> 2	0 0	5 months 5 1/2 months
(2)	, – 4	(S)	4	(0)	00	$\frac{4 \text{ months}}{4 \text{ 1/2 months}}$
(2)	, p. . t	(F)	. u . u	(E)) 1	3 1/2 months
(4)	102	E)	7 1	E	r 7 1	2 1/2 months
(23)	12	(15)	18	(E)	15	2 months
<u>4</u>	v v	(5) 	O 4	(14) (4)	18 5	1 month 1 1/2 months
9	0	(1)	٢	(5)	7	one month
						less than
Contract #3 tes Percent	Learning Co	Contract #2 es Percent	Learning Co	Contract #1 tes Percent	Learning Con # Graduates	Duration

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of some contracts varied from monthly and bimonthly categories, i.e. two next highest monthly category from the number of week specified. months may include one 7 week contract. Such contracts were coded into the *Contracts include both full and part-time arrangements. The duration

contract by Master Plan area of study. For the first two learning contracts, the graduates took one-third of their contract work in the area of education sixth of their work in cultural studies. and social services, one-fifth of their work in political economy and one-Table 5 summarizes the number of graduates classified for each learning

13	0	0	្លែ 0	0 20	0 4 P	O W W	0	Learning Contract # Graduates Perco
(100)	(0)	(0)	<u>9</u> 99	(15) (15)	<u> </u>	(23) (23)	<u> </u>	ract #4 Percent
3	0	0	000	000	0 40 (000	0	Learning Con # Graduates
(100)					(100)			Contract #5 tes Percent
1	0	0	000	000	0 1 0	000	0	Learning Con # Graduates
(100)					(100)			Contract #6 tes Percent
316	10	4	16	23 5	134 5	29 17	∞	Grand #Contr
100	3	<u>, </u>	ΩÞţ	227	422 2	9 5 14		ract #6 Grand Total Percent #Contr.Percent

and social theory. This data suggests then, that those students who are enrolled contract worked in the areas of cultural studies, the arts, political economy one exception, all the graduates who took a fourth, fifth or sixth learning represented a large amount of the work completed during the third contract. and social studies. However, cultural studies, the arts and business administration contract, the graduates were still taking over 20 percent of their work in education science and technology and business administration. By the time of the third at the College for a longer period of time (more than three contracts) are met the immediate vocational and professional needs of the students. represented work in more "liberal arts content" areas while the early contracts receiving an expansion of their learning. In addition, the later contracts Very few graduates took learning contracts in the areas of social theory,

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ESC Graduates Classified By Master Plan Area of Study and By Learning Contract

TABLE 5

(100)	13	(100)	52	(100)	116	(100)	131	TOTAL
()		(2)	-	(2)	2	(5)	7	Contracts
}	<u> </u>)	•	<u>,</u>	,	<u>, </u>		Missing
(8)	Н	(2)	٦	(2)	2	(1)	,	Theory
		•						Social
<u>(</u>	0	(2)	۲	(5)	6	(3)	4	Technology
								Science &
(e) (-)	0	(12)	6	(8)	9	(5)	0	Studies
	,				-			& Prof.
-						,		Admin.
								Business
(23) 2.1	W	(13)	7	(8)	9	(5)	7	The Arts
(38)	S	(21)	11	(16)	19	(14)	18	Studies
;							-	Cultural
(e) -	0	(6)	W	6)	7	(14)	19	Development
}		•						Human
(23)	W	(19)	10	(21)	25	(18)	23	Economy
								Political
(8)	μ	(23)	12	(32)	37	(35)	46	Services
·								Social
			-					Education &
- 1	- 1				ı		- 1	Cacceon
Contract #4	Learning Contract # Graduates Perc	ntract #3	Learning Contrac # Graduates Per	ontract #2	Learning Contract #2	Percent	Learning Contract	Category

Table 6 presents the data on the number of mentors utilized by the graduates. The major fact revealed in the table is that 83 percent of the graduates had only one mentor, regardless of the number of contracts completed. Thirteen percent of the graduates had two mentors while four percent of the graduates had more than two mentors. It was during the third learning contract that the largest number of graduates (12) utilized more than one mentor.



100	316 1	(100)	1	(100)	ડા
ω	10	(0)	0	(0)	0
W	œ	(100)	n	(67)	2
3	11	(0)	0	(0)	0
7	21	(0)	0	(0)	0
17	53 26	(6)	00	<u>6</u> 6	0 0
9	29	(0)	0	(0)	0
20	62	(0)	0	(33)	1
30	96	(0)	0	(0)	0
%	Totals Contracts	Contract #6 tes Percent	Learning Co # Graduates	ontract #5 s Percent	Learning Contract # Graduates Perc

may have relied upon tutors and formal course work at other colleges to supplant with more than one mentor. services of several tutors; if so we should not expect to see graduates working used was not tabulated; we therefore cannot check out this hypothesis at this time. the competence areas of their mentor. Several interpretations can be made regarding the data in this table. On interpretation is that students did not use more than one mentor although they It may be that the mentors were serving as "resource coordinators," using the Unfortunately, data on the number of tutors

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23

in learning contracts closely related to their areas of primary competence specifically listing their competencies in these areas was just over one quarter in education and social services. At the Learning Centers the number of mentors data in Table 5 which shows that the graduates took one-third of their contract work academic procedures established, mentors may have been more comfortable with College and the difficulties of getting the educational program and general students to take work with other mentors and tutors. Given the newness of the mentors themselves here engaged in heavy tutoring and were reluctant to counsel This data seems to support the position that mentors were engaging students working closely with students. In partial support of this interpretation is the A second interpretation that may account for the data in the table is that

upon a close, personal, tutorial relationship between a student and his mentor: Subsequent classes of graduates would therefore be working with tutors and adjunct approach gave way to mentors acting more as resource coordinators and facilitators As the College evolved and began defining the role of the mentor, the "tutorial" tested in the next study of graduates. faculty rather than exclusively with a single mentor. This hypothesis can be A third interpretation is that the College began its work relying heavily

ESC Graduates Classified by Number of Mentors and By Learning Contracts

^{*}Eight graduates were excluded from this tabulation because the files did not contrain their learning contracts.

Learning Center Attended

part, the number of graduates by learning centers reflects the sequence in which the learning centers were opened. The Northeast and Metropolitan Learning Centers opened in the fall of 1971 (October and November) followed by Genesee Valley in Table 7 shows the learning centers that the graduates attended. Forty on percent of the graduates were affiliated with the Northeast Learning Center in January 1972 and Long Island in Spetember 1972. Albany and 29 percent graduated from the Genesee Valley Learning Center. Forty one Ι'n

ESC Graduates Classified By Learning Center

TABLE

Center	# Graduates	Percent
Northeast Learning Center (Albany)* Genesee Valley Learning Center (Rochester) Metropolitan Learning Center (Manhattan) Long Island Learning Center (Long Island)*	55 37 23 16	(41) (29) (18) (12)
TOTAL	131	(100)

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*There were two graduates who were affiliated with two learning centers during the time they attended ESC.

E. Type of Degree Awarded

course work at previous colleges and universities, of the graduates who received a BS degree earned it on the basis of their formal while 30 percent received the Bachelor of Science degree. A sizeable minority graduates. Seventy percent of the graduates received a Bachelor of Arts degree took primarily liberal arts learning contracts. Table 8 presents information on the type of degree awarded to the recent At ESC, these graduates

may be pursued through studies in the physical and biological sciences, the contains at least twenty-four contract months of liberal arts work. At present, the Bachelor of Arts is awarded to students whose degree program This work

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and carried out vocational or professional studies may also contribute to liberal months of study to narrowly defined professional or pre-professional studies, months of work in liberal arts areas. Thus a student who devoted more than eight not. The Bachelor of Science degree requires sixteen rather than twenty-four arts objectives, but narrow training in vocational or professional skills does social sciences, languages, fine arts and the humanitiies. Properly planned such as business or studio art, would be awarded a BS degree.

with the distinction between art and science as those terms are usually undera BS degree with a concentration in Fine Arts. The only difference is that in stood. A student may receive a BA degree with a concentration in Physics or the Science degrees a larger component of professional studies is allowed The distinction between Arts degrees and Science degrees has nothing to do

them has been blurred over the years. Two recent studies*document the extensive experimentation and recent trends in degree structures of American Colleges. For example, Dressel and DeLisle found in their comparison of undergraduate curricula single college. Although the two degrees are still used, the distinction between State as in other liberal arts colleges, these faculties are combined into a where the faculty of arts was separate from the faculty of sciences. At Empire English composition, literature, speech, mathematics, physical education, religion and philosophy decreased while foreign language requirements increased, with two between 1957 and 1967 at 322 liberal arts colleges that formal requirements in curriculum change is cyclic and subject-to short lived fads. that independent study programs tend to be utilized by few colleges, and that during the past 15 years the undergraduate curriculum has changed remarkably little, years being the most common requirement. Both Dressel and Spurr concluded that The custom of two separate liberal arts bachelor's degrees grew up in England

did not exist. During this time the College focused on the learning contract and when they are necessary for entry to graduate school or to particular occupations. certain students such requirements may be incorporated into learning contracts student's own goals within the context of the College's objectives and available learning resources. There are no college wide distribution requirements. In the early stages of actual college practice, clearly identifiable degree programs In contrast, the degree program at Empire State is built initially from the

^{*}For the interested reader, see Stephen Spurr, Academic Degree Structures: Innovative graduate Curriculum Trends. (Washington, D.C.: American Council on Education 1969) Approaches. (New York: McGraw Hill 1970) and Paul Dressell and Frances DeLisle, Under-

spells out in some detail five organizing frameworks and nine comprehensive areas results of this discussion is the College's Education Program, a document which and the State Education Department approached, faculty came together to clarify of study. curricular areas and modes of study in light of experience with students. quirements imposed by students in seeking their educational goals, trying to deregistration of Empire State College degrees with the State University of New York goals and changing social needs. As the development period passed and as formal College chose to work inductively for a time, testing the expectations and rethat required definition and evaluation. With respect to degree programs, the termine what new patterns and academic programs might emerge from both individual on assessment of prior learning as features of the College's educational process The

TABLE 8
ESC Graduates Classified By Type of Degree Awarded

TOTAL	BA BS	Type of Degree
L		Degree
131	92 39	Number of Graduates
(100)	(70) (30)	Percent

Section II. Graduate School Experiences

be admitted into graduate or professional schools should they seek advanced to graduate school. One of the major concerns in this study was how well ESC graduates would This section reports the findings for those graduates who applied

A. Applications Made

graduate school of their choice and less than 20 percent were rejected. education. (44%) of Empire State's graduates sought more advanced training and professional the survey. Two conclusions can be drawn from these figures. Not quite half jected; and four graduates were still waiting to hear at the time they completed school. Forty-two were accepted into graduate school; eleven graduates were re-Fifty-seven of the first 131 graduates applied to a graduate or professional Second, almost 75 percent of these graduates were accepted into the

B. Patterns of Application, Acceptance and Rejection

applications were accepted and more applications were pending at the time of the time of the survey. Compared to the acceptance rate for graduates, slightly fewer stitutions; 16 percent were rejected; and 12 percent were still pending at the different colleges and universities in New York and seven other states. Of the total number of applications made, 72 percent were accepted by the graduate in-The 57 applicants to graduate school completed a total of 69 applications to 31

York University and Union Graduate School) as difficult for ESC graduates to accepted 100% of the ESC graduates who applied. Two institutions stand out (New Russell Sage College and Goddard College. With two exceptions, these institutions to SUNY-Albany, SUNY-Brockport, SUNY-Cortland, CUNY colleges, CW Post College, graduate school. Table 9 summarizes information on the graduates! success in gaining admission Empire State graduates have been most successful in applying

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by these institutions. gain admission. When ESC applications to the most distinguished or prestigious institutions* are examined, there is no clear-cut pattern of acceptance or rejection The number of applicants, however, is very small.

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Report (An Assessment of Quality in Graduate Education, American Council on Education, 1966) and the Roose/Anderson Report (A Rating of Graduate Programs, ACE, 1970). *Distinguished or prestigious institutions are those so designated in the Carter

TABLE 9

Success in Gaining Admission to Graduate School

Institution	Number	Number	Number	Number
	<u>Applications</u>	Accepted	Rejected	Pending
Public Institutions				
SUNY Albany	7	5	0	2
SUNY Brockport	3	3	0	0
SUNY New Paltz	2	1	i	0
SUNY Cortland	2	2	0	0
SUNY Oswego	2	ī	1	0
CUNY Richmond College	5	3	i	1
CUNY Hunter College	4	3	î	Ô
-	0.5			
Subtotal	25	18	4	3
Private Institutions				
New York University	5	1	2	2
CW Post College (LIU)	4	4	0	0
Russell Sage College	3	3	0	0
University of Rochester	r 2	2	0	0
New School for Social				
Research	2	2	0	0
' Hofstra University	2	2	0	0
Syracuse University	1	1	0	0
Adelphi University	1	0	0	1
Rensselaer Polytechnic				
Institute	1	0	1	0
Pace Institute	1	1	0	0
Bank Street College of				
Education	1	1	0	0
New York Medical School	1 1	1	0	0
Brooklyn Law School	1	1	0	0
Columbia Law School	<u> </u>	0	0	1
Subtotal	26	19	3	4
Out-of-State Institutions	•			
Goddard College (Vt.)	3	3	0	0
Union Graduate School	•	3	v	U
(Ohio)	2	0	2	0
University of Californi		v	-	· ·
Berkeley	1	0	1	0
University of Texas	i	1	0	0
Governors State Univ.	•	•	•	Ū
(III.)	1	1	0	0
Eastern Michigan Univ,	i	Ô	ĭ	Ö
Central Michigan Univ.	i	1	Ô	0
Springfield College	-	•	·	ŭ
(Mass.)	1	1	0	0
Lesley College (Mass.)	î	i	Ŏ	ő
Northeastern School of	•	•	v	Ü
Law (Mass.)	1	1	0	0
Subtota1	13	9	4	0
Institutions Not Identifi		····		
		5	0	0

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TOTALS

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out-of-state institutions, and universities while 31 percent of ESC graduate applications were rejected by 12 percent of ESC graduate applications were rejected by private New York colleges there were acceptances of 73 and 69 percent, respectively. However, only three graduates were accepted. For private New York and out-of-state institutions, every four graduates were accepted while at CUNY institutions two out of every graduate school by type of institution. For SUNY institutions, three out of Table 10 presents data on how well ESC graduates obtained admission to

TABLE 10

Graduate School Applications
by Type of Institution

Institutional Category	Applications Made	Applications Accepted %	tions d %	Applications Rejected %	ions	Applica Pending	lications ding %
SUNY Institutions	16	12	(75)	2	(12)	2	(12)
CUNY Institutions Private New York Colleges	9 26	6 	(67) (73)	3 2	(22) (12)	4 ⊢	(15)
Out-of-State Institutions Institutions Not	13	9	(69)	4	(31)	0	(0)
Identified	5	5	(100)	0	(0)	0	(0)
TOTAL	69	51	(74)	11	(16)	7	(10)

certifying minimal achievements necessary for entrance to graduate school. obtained 29 months of advanced standing, the success of ESC graduates in gaining be interpreted in a larger context. graduates perform at graduate school and what special effects the ESC experience sequent studies to be conducted by the Research Office will examine how well ESC arrival at ESC. From this perspective, ESC coordinates the graduates overall admission to graduate school in large part reflects the graduate's work prior to learning competencies. Thus, ESC serves primarily as a legitimating agency for The success of ESC graduates in gaining admission to graduate school should terpreted in a larger context. Since most ESC graduates (see Table 1) Sub-

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has in preparing students for admission.

ate school will meet their objectives and select such an institution is borne out applied to more than one institution. Given the increased cost of graduate education, of ESC graduates who apply to more than one institution. Only 6 of 57 graduates first choice. What also may be true is that ESC graduates are older and somewhat ESC graduates seem confident that they will gain admission to the institution of Table 11 presents data on the number of graduates applying to more than one graduate school. What is striking about the data in Table 11 is the small number were accepted by at least one institution and not rejected by any school. useful to apply to more than one graduate school if this meant moving away from by the fact that 74 percent of the graduates gain acceptance to the school of their their first choice. immobile because of job, community and family commitments. Thus, it would not be their present residence. The interpretation that ESC graduates know what kind of gradu-Those graduates applying to two or three institutions TABLE 11

Graduates Applying to More Than One Graduate Institution

<u> </u>	Н	4	6	TOTAL
0	0	3 0	2	Two Three Four
Number of Grad- uates Waiting	Number of Grad- uates Rejected	Number of Grad- uates Accepted	Number of Grad- uates Applying	Number of Institu- Number of Grad- Number of Grad- tions Applied to uates Applying uates Accepted uates Rejected

graduates were being denied Qualifying Certificates because Empire State was not eligible for law certificates. The award of such a certificate, however, does not on the approved list of institutions. Since August, ESC graduates have been for a Law Students' Qualifying Certificate which is issued by the Division of Proguarantee admission to a law school but facilitates the process. is then filed in the New York State Court of Appeals. fessional Licensing Services of the State Education Department. This certificate Both graduates who applied to four institutions applied to law schools in the In order to obtain admission to a law school, a graduate must first apply Until August 1973, ESC

graduates who applied to graduate school 63 percent planned to attend during fall One-third of the graduates were not beginning their graduate work until

a degree, I have been awarded a full tuition fellowhip in the Department of university expressed her satisfaction with her degree. One graduate who was accepted for the fall term at an upstate private "As a result of obtaining

TABLE 12
Graduates Attending Graduate School, Fall 1973

TOTAL	Yes No Uncertain	Fall Attendance
57	36 19 2	Number of Graduates
(100)	(63) (33) (4)	Percent

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C. Admissions Difficulties

and lack of full accreditation status. as a new, nontraditional college could reasonable expect - name identification though almost one out of every two applicants reported some difficulty in securing graduate school entry, twelve of these applicants encountered problems that ESC and those graduates whose admission difficulties were eventually resolved. Alby ESC graduates are grouped into two categories for analysis - outright denials reported experiencing some kind of admission difficulty. The problems encountered Of the 57 ESC graduates who applied to graduate school, 26 (or 45%)

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Admission Denials

be evaluated in their terms. This university also required ESC graduates to registrars and graduate admissions committees could determine the content and meaning of the ESC degree. A large private university in New York City denied of the eleven denials came from out-of-state institutions and five denials came admission to two graduates because the D & E's did not contain credits that could were denied admission because their Digest and Evaluations did not contain easily of full accreditation was given as the reason for denial. Four other graduates with ESC's program. When these universities were given more information, lack Four graduates were rejected because of ESC's lack of full accreditation. In denied occurred at a private, elite, out-of-state graduate school. many qualified applicants and too few places open. three graduates, the decision to deny admission was made on the grounds of too take CLEP examinations to determine admission eligibility. translatable credits or appropriate prerequisites for particular programs so that two cases, rejection came from out-of-state institutions who were not familiar The applicants were asked to indicate the reasons why they were not admitted. from private schools. Eleven (19%) of the 57 applicants were denied admission to graduate school. In two cases, this admissions In sum, tour

general statements made above, The following excerpts from the graduates' own reports personalize the

what is a contract and what was involved in order for a student to complete a contract or how much work the student did to complete the sity with an undergraduate degree from a 'University Without Walls' program. The transcript from ESC is totally inadequate. It does not contract. This midwestern university told me: 'Maybe you really don't give any description of the type of school ESC is or any detail as to have a degree,' was the first graduate to apply to this public midwestern univer-

public university said: Another graduate who was denied admission to a high quality West Coast

rejection and he wrote to the Graduate Dean at this university. apparently this did not help as I have heard nothing since that time I received a letter from this university stating that ESC was not I wrote to ESC's Academic Vice President concerning my

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needed for support was based solely on a grade point average. He stated: Another graduate was denied admission because the scholarship award he

traditional thinking. the nature of ESC's program and should recommend, somewhat arbitrarily if necessary, a graduate as performing at an A or B level to accommodate I believe the personal recommendations by the College should stress

point of view, successful entry calls for an early decision to go on for particular program, graduate work and careful mentor adivsing about the requirements for a highly individualistic, complex and time consuming. From the ESC graduate's of applying to a particular graduate program at a particular institution is in setting the admissions requirements for their program. Therefore, the process Each graduate school and professional program has substantial autonomy

Eventual Enrollees

indicated more than one kind of difficulty encountered prior to gaining admission, the following breakdown of difficultics reflects the multiple nature of this admissions difficulty which was eventually cleared up. Since several graduates Fifteen ESC graduates responded that they experienced some kind of

. 3

- Twelve graduates indicated transcript problems; specifically too long a wait for processing D & E's; D & E too vague and too short; D & E is trying to achieve. school; lack of understanding of ESC transcript and what ESC as a college incomplete or not comparable to information requested by graduate
- One woman graduate claimed age discrimination in gaining admission.
- ESC should state on the D & ι the equivalent GPA earned. solely on GPA; he was penalized by ESC transcript and suggested that One graduate said scholarship support for graduate school was based
- One graduate did not take the GRE in time for fall semester errollment.
- e One graduate did not specify the reason for admission difficulties. students pending completion of their teaching certification requirements. Two graduates were admitted initially at SUC-Brockport as non-matriculating

Given these admission difficulties, the graduates were asked whether ESC had done anything to help them resolve their difficulties. In eleven of the 26 cases did actively intervene on behalf of the graduate to facilitate the admissions In 6 cases, learning center mentors and deans wrote letters and made

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main point that emerges from the data is that, in those cases where the graduate vened with letters and phone calls to straighten out admissions problems. to correct the problems and eventually insure admission. Supporting documents on the graduate's behalf accompanied these actions. statements and amplify the graduate's requests for reconsideration. For example, phone calls to clear up technicalities, explain ESC's program and transcript months to settle this question." In the four cases the Academic Vice President, a community college said that he had a hard time gaining admissions to Hofstra one graduate who has been a high school teacher for 20 years and also taught at learning centers or at the Coordinating Center, was able to effectively act informed the college of his admissions difficulties, the college either at the Dean of Student Services or the Registrar at the Coordinating Center inter-ESC's program was explained, I was eventually admitted. the Learning Center met personally with the admissions people at Hofstra and once "Hofstra University did not know anything about ESC. The Dean of However, it took six

D. Aspirations for ESC Master's Program

obtain a graduate level education. ESC type of independent and individualized program that they would be able to graduates expressed strong desires for ESC to develop such a program within the graduates indicated they are waiting for ESC to start such a program. next year or two. A number of graduates indicated it would be only through an attend ESC if the college had a master's program (Table 13). graduates (84%) indicated their desire to continue their education and would "If ESC had a master's program, would you apply?" The final question asked in this section on graduate school experiences was The overwhelming majority of In fact, several Other

Graduates Indicating Interest in An ESC Master's Program

TABLE 13

Would Apply to Master's Program	Number	Number Percent
Yes No Uncertain at this time	110 12 9	(84) (9) (7)
TOTAL	131	(100)

Section III. Work Experiences

activities. reports the findings for those graduates who experienced changes in their occupational Another major concern of the study was how the graduates' work experiences be influenced as a result of having a bacculaurate degree. This section

A. Present Occupation

3 %

of Bureau of Census occupational categories. not going to be attending graduate school full time during the fall of 1973. Table classified under each. the definitions of these categories and specific illustrations of job titles 14 presents the responses to this question, classified in terms of a modified set The graduates were asked to indicate their present occupation if they were See Appendix C of this report for

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9 of these graduates were in some type of nursing. percent of the graduates were unemployed at the time of the survey teen percent of the graduates are enrolled in graduate school full time and six represent a sizeable proportion of the occupations held by ESC graduates. Fouror public official category. Eighteen percent of the graduates held jobs in both of occupations. Nineteen percent of the graduates held jobs in the supervisor and/ half (48%) of the employed graduates were in some kind of professional occupation. occupation from other white collar jobs. Another way to state this is that almost the professional and semi-professional areas. Thus over one-third of the graduates (36%) held jobs at a level of professionalization that marks off this type of least 18 graduates of the 48 in the professional categories were teachers and Table 14 reveals that 75 percent of the graduates were employed in a wide range Thus teaching and nursing

TABLE 14

Occupation of ESC Graduates, Fall 1973

(100)	131	IOIAL
(2)	3	Occupation Unknown
(6)	8	Unemployed
(14)	18	Student
(3)	4	Housewife
(2)	2	Art and Interior Design
6)	8	Semi-Skilled, Unskilled, Clerical & Sales
(2)	2	Skilled Trades
(6)	0	Small Business or Farm Owner
(5)	7	Technical Personnel
(19)	25	Supervisor and/or Public Official
(5)	7	Executive and/or Managerial
(18)	23	Semi-Professional or Paraprofessional
(18)	24	Professional
Percent	Graduates	Occupational Category
	Number of	

B. Occupation at Time of Admission

Table 15 indicates the occupations of the graduates at the time they were admitted to ESC. $\,$



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TABLE 15

Occupation of ESC Graduates at Time of Admission

(100)	131	TOTAL
(1)	2	Unemployed
(4)	S	Student
(8)	10	Housewife
(4)	S	Art and Interior Design
(9)	12	Sales
		Semi-skilled, Unskilled, Clerical,
(1)	2	Skilled Trades
(1)	٢	Small Business or Farm Owners
(6)	8	Technical
(17)	22	Supervisor or Public Official
(4)	6	Executive Managerial
(24)	31	Semiprofessional Paraprofessional
(21)	27	Professional
Percent	Number	Occupational Category

public official type jobs and nine percent were in semi-skilled or unskilled jobs. Eight percent of the graduates were housewives and only one percent were unemployed Almost one-fifth (17 percent) of the graduates were employed in supervisory and/or wide variety of occupations. the dominate work place. Forty-five percent were employed in these occupations At the time of admission, 86 percent of the graduates were employed in By far, the professional categories accounted for

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are pursuing further education (4% - 14% from time of admissions to the time of of admissions and at the time of the survey reveals a slight decline in the propublic offical category. There is a marked rise in the number of graduates who There is a slight rise (17% to 19%) of the graduates employed in the supervisory/ fessional categories of employment (45% to 36%) from the admissions to graduation the survey. in the study while the percent unemployed rose from one percent to six percent A comparison of the graduates' occupations (Table 14 and 15) at the time Those graduates employed in semi- or unskilled jobs declined (9% to

. Post Degree Employment Situation

The graduates were asked a series of questions about the benefits received and

the graduates were asked if they encountered any problems in maintaining their the difficulties encountered, if any, as a result of obtaining an ESC degree. demoted for not having appropriate civil service certification. As a result of to this question indicated that achieving an ESC degree does not negatively affect the present employment circumstances of the individual. The one Yes response came were as follows: Yes 1; No 111; Not answered 19. By far, the heavy No response obtaining an ESC degree this graduate reported that he expected that his education present employment upon receiving an ESC degree. would somehow guarantee success in the civil service area. from a graduate who was unsuccessful in his civil service examinations and was The responses to this question

the results of this question. Three quarters of the graduates (75%) did not experience any difficulties in seeking employment with an ESC degree. Twenty-two in seeking employment as a result of obtaining an ESC degree. not answer the question. graduates either were not seeking employment at the time of the survey or did A second question asked the graduates if they experienced any difficulties Table 16 presents

ESC Graduates Experiencing Difficulties in Seeking Employment

TOTAL	Yes No Not Answered	Experiencing Difficulties
131	11 98 22	Number
(100)	(8) (75) (17)	Number Percent

of Education. Several graduates reported they had difficulty explaining ESC's were unaware of the procedures for obtaining certification from the State Department transcript to potential employers. indicated they expected to receive some kind of certification upon graduation or teacher certification which ESC does not automatically provide. These graduates Four graduates reported that no secondary school would hire them without appropriate Eleven graduates (8%) did report employment difficulties of some kind. These graduates stated the transcript was

in getting a transcript sent to a potential community college employer caused the ducable to the job application forms they encountered. For one graduate, a delay loss of that teaching opportunity. One graduate in the public health nursing field complained that ESC's lack of full accreditation caused a problem. transcripts; that the transcript was too complex, too long and was not easily reunstandardized and not comparable (re grades, majors, minors, etc.) to other SUNY

ate expressed her dissatisfaction this way: ESC to help her locate suitable employment which did not occur. A second gradusome of its talented graduates. This graduate in the field of arts expected graduate was not given satisfactory answers as to why the College was not hiring ESC one graduate applied for a mentor or tutor job and was not hired. This itself would not hire them. Expressing a strong commitment to the goals of Two graduates reported as employment difficulties the fact that ESC

MA from Cornell be more appropriate for employment at ESC?" be hired at ESC. I be more likely to be hired with a 'self-actualizing degree' or would an know what it's about; I've been there. If I get my MA from Goddard, will are becoming more and more divorced from the concept of the College. in employing people with other degrees and credentials. folks and its stated belief in us as graduates, they are more interested center open and my qualifications were exemplary for the student oriented The biggest disappointment I have faced with my degree is trying to field but Empire does not value their own degree enough to hire me. "A degree is helpful in obtaining employment in the education But unlike the College's stated values of us continuing ed There was an assistant dean position at a learning Empire employees

policy against employing its graduates as mentors, tutors or administrators. The fact, several graduates have been employed as tutors and administrators. The way to employ talented graduates in appropriate positions. The College has no needs to examine question of what happens to ESC students after graduation is one that the College implied assumption that the College was going to link up life and learning and much smaller, more informal and intimate. Running through these comments is an Both of these students were among the first graduates of the College when it was

ment occurred, twenty-two percent indicated that having an ESC degree resulted ployment circumstances had improved. this question. Fifty-three percent of the graduates indicated that their emdirect result of having an ESC degree. Table 17 presents the responses to third question asked if the graduates' employment circumstances improved When asked what specific kind of improve-

area of improvement. status (Table 18). Thirty-five percent of the responses did not reveal a specific responsibilities and ten percent stated that the degree enhanced their professional in higher pay, fifteen percent indicated that the degree opened up greater job

and received a lot of publicity for this achievement." I was the first person to receive an ESC degree in my company (a large upstate firm) make a job_change and greater respect from others as well as personal satisfaction. position (at the division manager level) to another with greater responsibilities and potential for advancement. With the degree I gained more self-confidence to The following comment illustrates how one graduate improved his employment situation: "As a result of obtaining an ESC degree, I moved from one administrative

TABLE 17
ESC Graduates Indicating Improved Employment Circumstances

TOTAL 1	Yes No Not Answered	Employment Circumstances Improved Nu
131	69 47 15	Number
(100)	(53) (36) (11)	Percent

TABLE 18

Area of Job Improvement for ESC Graduates

Number	Percent
16	(22)
11	(15)
00	(10)
7	(9)
7	(9)
26	(35)
75	(100)
	Number .16 .11 .8 .7 .7 .7 .7 .7 .7 .7 .7 .7 .7 .7 .7 .7

actual number of yes responses of 69 graduates, obtaining an ESC degree; therefore the total number of responses, 75, exceed the *Respondents . could identify more than one area of improvement as a result of

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did not directly determine the graduates' job problem. was eliminated. earlier on page 21. The other graduate who experienced job problems was employed on a federally supported project which lost its funding and therefore the job civil service examination for that job. This graduate's situation was discussed employee who was demoted in his present job because of failure to pass the deteriorated after they received an ESC degree. One graduate was a civil service There were two graduates who indicated that their employment situations In both of these cases, the fact that an ESC degree was earned

third of the graduates indicated they changed jobs and as a result enhanced the same job that the graduate held prior to receiving a degree. their employment situation. in a new job. improved, they were asked whether this improvement occurred in the same job or For those graduates who indicated that their employment circumstances had Table 19 shows that 62 percent of the improvements occurred in This sizeable minority of graduates changing jobs About one-

-32-

move. a mid-career change and heretofore have not had the opportunity to make such a may mean that ESC's program is particualarly attractive to those students seeking

TABLE 19

Improvements in Employment Circumstances By Type of Job

(100)	69	TOTAL
(62) (32) (6)	43 22 4	In the Same Job In a New Job Not Answered
Percent	Number	Improvements Occurred

D. Other Benefits Realized

result of their ESC experience. Table 20 summarizes the responses to this question. graduate. Table 21 presents these responses which have been grouped by the research office staff into similar categories on the basis of the actual statements made by the giving the respondent an opportunity to express the specific benefits he received while one-third said they did not. This question was asked in an open ended way Forty-seven percent of the graduates indicated that they obtained other benefits Finally, the graduates were asked if they obtained other benefits as a

TABLE 20

ESC Graduates Realizing Other Benefits From the Degree

Obtained Other Benefits	Number	Percent
Yes No Not Answered	61 41 29	(47) (31) (22)
TOTAL	131	(100)

-33÷

benefits are scattered among several categories with few graduates selecting awareness each received about 10 percent of the responses. The rest of the self-satisfaction was a primary benefit. The benefits of applying skills and knowledge, developing social and professional contacts and increasing selfa result of their ESC experience indicated that a sense of achievement and Fifty-three percent of the graduates who identified specific benefits as

benefits from their experience. Illustrated below are several way's in which ESC graduates derived other

- expected the plan to move much more slowly or not to be taken as ability to evaluate and be accountable for time and independent effort me from the community mental health center into the community. I submitted a new job description for my same position which will move seriously as it was. The plan is being reviewed and there is general enthusiasm. I had (from ESC experience) is helping me bolster my suggested innovation.
- As a result of my ESC degree, I was admitted into the academic sector of the American Medical Record Association, standing and recognition in the A.M.R.A. I improved my professional
- I gained a greater intellectual curiosity.
- learn more effectively. I am more satisfied with myself and I feel I understand my ability to

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TABLE 21

ESC Graduates Identifying Other Benefits From Their College Experience

TOTAL	Gaining a sense of achievement and self-satisfaction Applying my skills and knowledge in a new area Developing my social and professional contacts with new people Increasing my self-awareness and self-analysis Achieving a greater autonomy and independence Advising and tutoring other ESC students; also recruiting future students Improving my writing and research skills Increasing my patience and understanding of ESC and other bureaucracies Graduate was asked by a community college to teach a course	Identified Benefits*
79	41 9 8 7 5 5 2	Number
(100)	(53) (11) (10) (6) (6) (3) (1)	Percent

responses (79) exceed the number of graduates (61) responding positively to this *Some graduates identified more than one benefit; therefore, the total number of

cognitive objectives of increased knowledge, improved basic skills and application accounted for 21 percent of the responses. What these last few tables seem to of awareness, clarifying purposes, interpersonal competence, self-reliance and objectives of the college, it becomes clear that the graduates responded heavily to the impacts that the college made in the affective domain. Those categories accounted for 21 percent of the responses. self-understanding encompass 79 percent of the responses. On the other hand, the imply is that the graduates think in terms of the developmental benefits that come from the college experience rather than the cognitive ones. When these open ended responses are grouped into the cognitive and affective

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Section IV: Findings and Policy Implications

section focuses on a few findings that have policy implications for the College basic generalizations. Since there is no need to restate these findings, this also were successful in post-graduation activities both in gaining admission to presented in the highlights section at the beginning of this report confirm these graduate school and in increasing occupational competencies. The specific findings the educational objectives and learning activities offered by the College. ESC graduates were highly motivated, independent and seemed to fit well into

What Does An Empire State College Degree Mean?

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Findings:

at the College (Table 21). reported substantial impact in the affective domain from their learning experiences the graduates received a BA degree (Table 8). Forty-six percent of the graduates professional and vocational areas of study (Table 2 and 5). Seventy percent of Seventy percent of the graduates! contract work and degree programs were in

Discussion:

As a four-year College of Arts and Sciences within the SUNY system, the College was provisionally authorized to recommend candidates for the degrees of Associate In the beginning the College defined its degree program in very general terms.

^{*}The bachelor's degree commonly requires four years of study at the undergraduate level. At ESC four years was translated initially into 36 months of study. Subcompleted their degree under the 36-month time requirement. to be consistent with other liberal arts colleges. All graduates in this study sequently, the College reduced to 32 months the time required to graduate in order

of study and the meaning of a liberal arts degree were left open for future set forth general requirements for a as much as 30 months of advanced standing for prior learning. Thus, the College student's needs through a variety of learning resources. A student had to committed itself to an individualized program of study designed to meet each time study at the College was six months which allowed many students to obtain complete 36 months of study in order to graduate.* The minimal amount of fullto traditional curricula, sequential programs and required courses, the College in Arts and Bachelor of Arts (ESC Bulletin 1971-72). In seeking alternatives degree but specific areas of study, modes

and prior learning together with the College's objectives and degree requirements. degree program, then, was the key concept which brought the student's purposes areas of study were defined and illustrated. A degree program was defined as the of study. learning, with the appropriate mix of concentration and general learning.* The individualized program of the student, including prior learning and contract of New York. In this report the degree expectations, five modes of learning and nine in a report submitted to the Vice Chancellor for Academic Programs of State University recently, the faculty and administration further clarified the educational program instruction within an emerging curriculum that identified eight areas of study. More various organizing frameworks that a student could draw upon in planning his program issued which identified twelve educational objectives for the College and set forth educational objectives, modes of study and operating procedures. A new Bulletin was As the first two years passed, the College began to clarify and specify its The 1972 Master Plan placed the College's commitment to individualized

The apparent inconsistency in the above findings probably reflects the evolution of the College just reviewed and the reformulation of its degree expectations. The arts areas, there was an apparent inconsistency in these findings. In the beeight contract months of work outside the liberal arts areas to qualify for a of Science degree as might be expected. Since a student cannot have more than and business administration far outnumbered those students completing their work data revealed that students working in education, social services, political economy BA degree and since a heavy majority of the student work at ESC was in non-liberal however, a substantial majority received a Bachelor of Arts degree, not a Bachelor in more typical liberal arts fields. When the degrees-awarded data were analyzed,

^{*}For a more complete discussion of these degree changes, see ESC Bulletin, 1971-72; ESC Bulletin, 1973; ESC Master Plan, 1972, July 1973; ESC's Education Program, March 1974; and ESC Bulletin, July 1974 preliminary version.

discussion between the student and his mentor. Thus, the early graduates could ginnning, the designation of an area of study and the type of degree awarded in fact have been awarded a BA degree for what now would be awarded a BS degree to a student was informally handled and the terms, arts and sciences, were loosely The decision to award a BS or BA degree was largely made on the basis of

above was in the direction of professional and vocational preparation while at the graduates. the same time significant gains in liberal arts objectives were reported by proportion of the work undertaken by graduates in the four areas identified courses offered by Cornell University and enhanced their professional competencies in the labor relations field. Thus, it is reasonable to assume that a high participated in the New York State School for Industrial and Labor Relations because almost all the graduates were from the Labor College. These graduates work. The area of political economy was classified as a professional program addition, some of these students had a large liberal arts component in their objectives were realized, especially in the affective domain (Table 21). In had a heavy component of professional work, they reported that liberal arts College were designed to develop these competencies. Although these students Student working, for example, in educational studies were often motivated by the need for increasing their professional competencies. Studies at the

applying more consistent procedures regarding degrees awarded. graduates to date 60% received BA degrees (Table 30). received BA degrees; 34% BS degrees; 4% AA degrees; and 2% AS degrees. ESC had graduated 692 students broken down by degree types as follows: for the first 131 graduates, 70% received BA degrees (Table 8) whereas for all implementation of College policies in these areas. As of September Data from the most recent tabulation of graduates' degrees tend to support The College is now 1, 1974,

* 4

that graduates have been influenced by the College objectives in the affective domain. sonal objectives and the College objectives have been well met. From the graduates' point of view, they expressed satisfaction that both their pertives, both cognitive and developmental, be considered? Data from this study suggest imple ented in any given student's degree program? How will the full range of objecprehensive set of educational objectives, how are these objectives to be more fully College faces a number of policy questions. For example, given the complex and com-As the process of clarifying and specifying degree programs continues, the

liberal arts objectives. Another set of questions focus on the relationship of vocational areas of study Given the background characteristics and educational

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College will develop these degree program areas more fully? Does this further imply that certain kinds of faculty may be recruited? Finally, this list of policy questions student develop his skills at clarifying purposes in a professional area like business just as well as in a more traditional liberal arts area like historical studies? What objectives of the majority of these graduates, what does a liberal arts education mean in ESC's educational setting? Should it be a primary aim of each student's brings us to a more fundamental issue - what kinds of students are being and should gies for learning such as increasing awareness, clarifying purposes, enhancing inter-Should it be a primary aim of each student's degree program to develop certain stratedegree program to impart a "liberal arts content" to his education experience? be served by the College? the graduates' study in professional and vocational areas, does this imply that the for a particular student of a given age and vocational interest? is the appropriate balance among "liberal arts content" and "liberal arts competencies" learning be obtained in any area of study offered by the College? For example, can a personal competence and increasing self-understanding? Can these strategies for Since a majority of

Whom Does the College Serve?

Finding:

years of previous college experience (Table 28). 19-72, 53% female, 80% married, 75% employed full time and 75% had three or more The social characteristics of the graduates were: average age 40, age range

Discussion:

to be unemployed and had less previous college experience. (For a fuller discussion of the characteristics of ESC graduates and nongraduates, see Appendix B, especially not persist to graduation was more likely to be younger, male, single, more likely gaining credit for prior learning and previous college work. The student who did by the appeal of the College's educational philosophy and then by the features of to ESC primarily because of the scheduling flexibility of the program, secondarily pattern of social characterisitics was the dominant one. This graduate was attracted When examining the background characteristics of ESC's graduates, the above

This demographic profile of the first group of graduates was anticipated by the

than graduate. enter college upon graduation from high school, adults who have not graduated from have special learning needs that make them more likely to withdraw from the College those other groups have been served by the College, it seemed that these students may high school and retirees (1972 Master Plan, pp. 10-11). Although some graduates from fied at least three other groups to be served by the College - young persons who will rather well this particular group of students. However, the 1972 Master Plan identi-College founders. This is a topic for future research. The data in this report indicated that the College is serving

Career Aspirations and Educational Needs of Middle Aged Adult Students

Findings:

for this issue. In addition, thirty-two percent of the graduates stated that improvement in employment circumstances occurred in a new job (Table 19). The same demographic profile of the ESC graduate as stated above is appropriate

Discussion:

learning, stages of adult growth, career and academic counseling for adults and the employment opportunities available for this kind of graduate. For example, does the the job of mentors and center/unit staff in working with these students? more fundamental level, has the College carefully prepared itself to meet the mid-College have a responsibility to provide employment services for its graduates? At a serious question can be raised about what educators and researchers know of adult personal advising, in assessing prior learning and in career counseling. In fact, a college with a 21 year old graduate seeking out his first job, many ESC graduates life educational needs of its students? needs of ESC graduates call for different responses in mentoring, in academic and ingful, salaried jobs to replace volunteer part-time community work. Such mid-career sought a new career after the child rearing years have passed or searched for meandifferent career aspirations and educational needs. larged job responsibilities or an entirely new field of work. Women graduates often time while obtaining a degree, many ESC graduates sought greater job security, enfaced mid-career job changes and challenges (see Tables 14, 15, 19). The demographic profile sketched above for the typical ESC graduate implied What more can or should be done to facilitate Compared to the traditional

Graduate School Admissions

Findings:

Three quarters of the graduates who applied to graduate school were accepted

ficulty gaining admission to graduate school (page 20). Forty-five percent of the graduates that applied experienced some dif-

Discussion:

cussed certain admissions difficulties, the basic concepts of the College and the admission into the school of his choice. Since graduate schools are transcripts of student work on the whole did not seriously affect a graduate's traditional program seemed to be preparing them for entry. Although this study disfor admission, ESC graduates could have encountered more serious problems here than their operation and since each program, department or school has its own criteria For those individuals going on to graduate or professional school, ESC's nontraditional in

of choice as to whether his degree program should contain such work that may be However, it is up to the student to weigh those options and to exercise his freedom as to which graduate school he might apply and what the prerequisites for entry are can facilitate the student's progress by providing the student with various options required by a particular graduate school. such certification. a degree program which identifies those undergraduate prerequisites necessary for cation in accounting (CPA), law, teaching, medicine or other fields could benefit from paring for specially certified programs. For example, those students seeking certifimany graduate schools. A similar procedure would be helpful for those students preadvanced work in psychology needs to know the statistics requirements set forth by ments should be researched and incorporated early into the student's degree program If a student knows he wants to attend graduate school, than graduate shool require-The following suggestions may improve the admissions chances to graduate school For example, a student with a program in human development desirous of doing As part of the task of setting up a degree program, the College

and evaluation so that once the contract work is completed there is a minimal delay in viewpoint, it seems that the College should put a special priority upon the final digest admission to graduate school or to secure immediate employment. From the graduate's who needed their transcript from the Registrar's Office quickly in order to gain getting the graduate's transcript file in order., pleted and in the transcript file. This time lag became serious for several students finished their contract work to the time that their digest and evaluations were com-For some students there seemed to be an unfortunate lag from the time that they

tent and form of their digest and evaluations. (less than one page) nor too long (more than 10 pages). Finally, some graduates offered suggestions from their experience about the con-The D & E's should not be too short Such D & E's contain either

strengths and weaknesses and growth from one contract to the next, in addition to the objectives was helpful. These graduates expressed the view that an assessment of their contract is and what actual work was done by the student in meeting the contract's wrote or experiences they had. In addition, a brief explanation of what a learning at the College rather than statements about what books they had read or papers they too little or too much information to be useful to a future employer or graduate school they were and improved their chances of getting hired or admitted into a graduate school. above items, give prospective employers and graduate schools a much better idea of who ments that identified particular learning competencies and skills they had developed admissions committee. These graduates indicated they preferred pithy, cogent state-

Learning Contract Duration, Student Status and Mentor Workload

Findings:

Eighty-four percent of the graduates were full-time students (Table 3). Seventy-five percent of the graduates were employed full time while attending ESC. (Table 28). Thirty-one percent of the contracts were two months or less in length (Table 4).

Discussion:

evaluation. Such a combination of short contracts and full-time students intensified months duration while relatively few graduates (20%) had contracts of four months and D & E's prepared. a cycle of paperwork - contracts must be written, resources identified and utilized time passed from the initial meeting with the student until he was back for contract full-time students to complete in two months or less meant that relatively little intensified pressure on both the students and their mentors to keep up with contract Almost one-third of the graduates had learning contracts of two months or Short contracts combined with the full-time status of almost all students From the mentor or coordinator's viewpoint, setting up contracts for Forty-two percent of the graduates had learning contracts of three

the educational rationale for contract objectives and an assessment of the time Considerations of paperwork and tight schedules are of secondary importance to discussions with his mentor, the availability of learning resources and so forth, learning contract should depend upon the student's educational objectives, his should explore this area. Data were not collected on this point in a systematic fashion and future research to have greater satisfaction with their learning than those with shorter contracts There was some suggestive evidence that graduates with longer contracts tended to realize these objectives However, the question of the appropriate length of a

of half time students a mentor carries at any given time means he is seeing twice as many students than he would with a full time student load. students require more paperwork to be completed. Further, the greater the number much mentor time and paperwork as the full time student. In the long run, half time job, family and the community can be more easily accommodated by the half time student. From the mentors' viewpoint, on the other hand, a half time student may require as of a more intense learning experience. A major advantage of half time student degree programs in a shorter period of time and to obtain the educational benefits status is that learning can be spread out over a longer period of time, allowing a process of absorption and maturation to occur. Other responsibilities such as length of a contract. Full time students at the College are able to complete their The question of full time or half time status is somewhat different from the

of full time employment and full time student status presents severe time pressures for keeping up with ESC work, increases strains on family relationships and somehave developed their cducational impact and costs for the College and the student Future research then, will provide a clearer sense of the various strategies that planning to study more carefully how students and mentors manage this type of situation times leads to accommodations with ESC's requirements. The Research Office time off the job to complete a degree. For other students however, the combination effects of such arrangements. It has been argued that some students can incorporate contracts (75% and 84% respectively), some questions can be raised about the education have worked out special arrangements with their employers which provide essentially their on the job learnings into a contract and thereby reduce the strains of working full time while taking full time contract work of 40 hours per week. Other students Since so many graduates were working full time while taking full time learning

combine the first and second options. By such a combination, a mentor may reduce discomforts of a heavy workload and may provide a more relaxed context for learning. the flow of forms within a given time period, may alleviate somewhat the psychological is more than the equivalent of the work involved with one full time student. Third, his workload. Many mentors argue that the work represented by two half time students second option is that too many half time students for a mentor may actually increase allowing more breathing room for both student and mentur alike. the learning experiences would be stretched out over a longer period of time half-time status. mented within any given time period. Second, convert more full-time students to workload pressure because fewer contracts have to be designed, written and implelength of the learning contract to three or more months. This option reduces the to both students and mentors to offset somewhat these pressures. First, extend the implications for workload become more evident. At least three options are available When the data on length of contract and student status are examined together, the If more students were on half time instead of full time status, A caveat to the

Alternative Routes to Certification

Finding:

Some graduates encountered job and graduate school admissions difficulties because ESC did not have an appropriately certified program (Section II \S III).

Discussion:

caused by the shift within the State to competency-based teacher education prompted State Education Department. There were considerable efforts in the early days of the College to develop a teacher certification program that would be approved by SUNY Central Administration and the that it has not succeeded so far. or recreate the resources of existing programs. In the most recent Self Study Report, and management, allied health professions, education and community and governmental the College to postpone these efforts indefinitely. the College assessed its efforts toward alternatives in certification indicating University and independent college units. It was clear that ESC was not to duplicate set up with the cooperation and coordination of existing programs in the State University College explicit recognition was made concerning the development of new approaches to certification. The 1972 Master Plan requested support and approva; certification were mainly teachers. From the beginning the College has recognized for ESC to develop new routes to certification in four areas - business administration the need to open up new routes to certification. Those graduates encountering job difficulties due to lack of appropriate The Master Plan also indicated that such certification efforts would be The current oversupply of teachers and the uncertainty The College has no approved certification programs. In The Prospectus for a New

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opportunities for those students in the professional/vocational mode of study. certification arrangements, the College may wish to study this matter further. Additional research and further discussion may lead the College to provide new To the extent that some graduates continue to need alternatives to the present

Desirability of an ESC Graduate Program

Findings:

Eighty-four percent of the graduates expressed an interest in applying to master's program if ESC had one (Table 13).

Discussion:

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moving toward full accreditation of its undergraduate programs, the next innovative educational program and characteristics of its first graduates. Since ESC is graduate school. See Appendix B (pp. 48-50) for a fuller discussion of Minnesota's of graduates at Minnesota Metropolitan State College showed that about 12% applied step of the College may be at the graduate level. to a graduate school whereas among the Empire graduates 44% have applied to a further reinforced when ESC rate of application to graduate schools are compared a similar program at the graduate level. This need for a graduate program is ways to provide undergraduate education has generated enthusiasm and support for its own master's program. The success of the College to date in opening up new ESC graduates expressed a tremendous desire for advanced education. This need was further supported in the response of the graduates to the desirability of ESC establishing to similar nontraditional institutions. For example, the first preliminary study

are few such programs in existence, the College could act as a clearinghouse of graduate school that are currently available to them. Citing the need to work full ESC type graduates. information about existing or proposed graduate programs that are appropriate for graduate programs, ESC graduates are searching for some New York State graduate level counterpart to the undergraduate program they have completed. Although there time and the inability to afford expensive private or out-of-state innovative Many graduates have expressed dissatisfaction with the traditional routes to

Postscript

This study of ESC graduates is the fourth in a continuing scries of such studies. The data reported in this study are one year old. Since the time these graduates were surveyed, Empire State College has graduated some 522 people. Given the large number of recent graduates and the continuing evolution of the College's program, some questions could be raised about the representativeness of the findings reported

question of representativeness awaits the next graduate study. The Research Office will conduct the next study of ESC graduates during the late fall of 1974. are experiencing in the work world or in securing admission to graduate school. Since the College has some 522 new graduates, however, the full answer to the in the mini cost/effectiveness study have not revealed new problems from those in this study; and second, data from a sample of 60 very recent graduates no major differences in background characteristics of students who recently graduated differ substantially from the group described in this report. judgment is made on the basis of two other research studies; first, we have found The Office of Research and Evaluation does not think that more recent graduates This preliminary

APPENDIX A

Glossary of Terms Related To The Academic Program

Mentor

faculty member of the College who works with the student in constructing a degree program; who counsels students in academic matters; who may provide direct instruction; who is responsible for marshalling appropriate resources necessary for the student to carry out the degree program, and provides overall evaluation of the student's work.

Coordinator

mentor with specialized function of administering one of the Learning Units of the College; is responsible for academic and administrative quality of the Unit.

Member

Adjunct Faculty

a person with special skills or knowledge who is retained by the College to work with students on a part-time basis.

Tutor

•

a person with particular skills or knowledge who is retained by the College to advise, instruct or evaluate a student or students on a particular occasion or occasions.

Program of Study

Program of Study (in caps) refers to the student's educational plan, which includes work done prior to and while enrolled at the College; program of study refers to work done under contract at the College. In late 1973, it was necessary and more useful to adopt a new vocabulary. Degree program now replaces Program of Study, referring to the students whole educational plan.

Degree Program

the individual program of the student, including prior learning and contract learning, with the appropriate mix of concentration and general learning; the governing planning document for the student's work at ESC.

Learning Contract

a specific written guide of study and approach for a particular period of time, developed by the student and Mentor; the short-range aims of the learning contract are applicable to the goals of the student as outlined in the degree program,

Digest and Evaluation

contract and an evaluation of that learning prepared by the a digest of the learning that took place under a single learning by the student and the Dean or his designee as well. The Digest and Evaluation is read, approved and signed

Assessment of Evaluation

process by which the student's previous educational experience, both formal and informal, is judged for academic credit; goals of the student and educational objectives of the College guide the judgment of the faculty committee.

Concentration

that component of the degree program that addresses the central elements of the student's specific goals and is in one or more of the areas of study offered by the College.

General Learning

that component of the degree program that provides breadth to the student; may, in certain cases, address the student's specific goals.

Contract Month

the academic credit unit of Empire State College; the amount of credit awarded for the completion of the equivalent of four weeks of full-time study.

Module

special study guide prepared by and for Empire State College; an instructional resource particularly suited for contract mode of instruction at the College.

Independent Study

much of the student work done at Empire State College is done in the independent study mode. In this sense, independent study entails assistance from a Mentor or tutor in planning a program of study and in evaluating it when it is concluded but relatively little direct instruction.

Independent Study Course

in addition to independent study in the general sense described above, Empire State College offers the State University of New York Independent Study courses. These are structured course syllabi and readings that also may be incorporated in learning contracts.

Methodology of the Study

AA/AS graduates were removed from the graduate survey and will be the subject of a subsequent Research and Review, the response rate for only the BA/BS graduates was 93 percent. Table 22 provides the data on the response rate for the mailed questionnaires. to all the graduates of the College since its beginning in the fall of 1971. The total response rate for BA and AA graduates was 91 percent. the Research Office constructed a questionnaire which was mailed out The study of ESC graduates was conducted in two phases. During August Since the

of nonrespondents, a phone interview was conducted and this yielded ten more graduate responses. up resulted in a substantial number of responses. was mailed to all those graduates who did not respond initially. In order to obtain such a high response rate, a follow-up questionnaire Thus, only a small number of nonrespondents were left. Finally, for a small number

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of study (if present) and his request for advanced standing. On the basis of of each graduate's admissions prospectus, his learning contracts, his program reading this information, the research staff coded the data as presented in Appendix B could be tabulated. This analysis included a careful examination admissions file so that the background information reported in Section I and The second part of the study involved an analysis of each graduate's 1-8 and Tables 23-29.

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TABLE 22

ESC Graduates Responding to the Survey

. 91	141	Total Usable Returns***
. 85	131 10	Number of graduates with a BA/BS degree Number of graduates with an AA/AS degree
4	6	Total Unusable Returns
3 1	2	Deceased graduates Graduates without a forwarding address
100 95 5	154 146 8	Number of questionnaires sent out Number of questionnaires received Number of graduates not responding
Percent Response**	Number of Graduates*	Category of Response

^{*}At the time this study was initiated, ESC had graduated a total of 170 this list did not include 16 graduates from a supplemental graduation list that made the total number of BS/BA graduates as of September 1, 1973. of September 1, 1973. The names utilized by the Research Office for the questionnaire sent out August 17, 1973 were drawn from a list supplied by students. The figure of 170 graduates is based upon all those students who had been recommended by the President to the Trustees for degrees as was 154. Therefore, the total number of questionnaires mailed out to ESC graduates the President's Office as anticipated for September 1st. Unfortunately,

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^{**}All percentages in this column are computed from a base of 154 questionnaires sent out.

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***Response rate for BA/BS graduates (131 of 140) was 93 percent. The base of 140 is derived from the total number of questionnaires sent out (154) less the AA/AS graduates (10), less the deceased graduates (2) and less those AA/AS graduates who did not respond (2).

APPENDIX C

General Background Characteristics

Admissions Office files on each graduate. The following information presented in this section was obtained from the

A. Sex

as to why this pattern of reversal between enrolled female students and female showed 45 percent of current students to be female. Thus, more female students graduates exists. persisted to graduation than did males. There is no clear explanation at this time which surveyed 500 out of the 1500 students enrolled in the College as of May 1973, Fifty-three percent of ESC graduates were female. Research and Review #8

TABLE 23

Sex of ESC Graduates

Totals	Male Female	Sex
131	62 69	Number
100	47 53	Percent

B. Age at Time of Admission

Table 24 presents the age distribution for the graduates. The age range of the graduates is from 19 to 72, a span of 53 years. The average age of ESC graduates was 40. Compared with the data in Research & Review #8 where the average age of current students was 33.5, the graduates were almost seven years older. Thus those students who persisted to graduation were older students.

Nine percent of the graduates were under 25 years of age and 21 percent were over 50 years of age. Thus 70 percent of ESC graduates are between the ages of 25 and 50. The two graduates over age 65 were a 67 year old attorney and a 72 year old actress, both affiliated with the Metropolitan Learning Center. The youngest graduate is a 19 year old man, a mental health worker who studied education for the emotionally disturbed to receive a B.A.

TABLE 24
Age of ESC Graduates at Time of Admission

Totals	61 - 65 Over 65	51 - 55 56 - 60	41 - 45 46 - 50	31 - 35 36 - 40	26 - 30	Under 21 21 - 25	Age Category
131	0 2	18 7	21	12 23	21		#Graduates
(100)	(0) (2)	(14) (5)	(16)	(9) (18)	(16)	(2)	Percent

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C. Marital Status

a legal separation. Both of these graduates were female. If we contrast these data on graduates with the data in Research and Review #8, we find that only 57 percent of the current students were married and 34 percent were single. There graduates are married and 14 percent are single. All of the graduates in the "divorced" category (4%) were female with most of them in the 25-30 year age group. is a substantial shift in the marital status of those students who finally graduate The other category includes one graduate who obtained an annulment and one who obtained Table 25 reveals the marital status of ESC graduates. Eighty percent of the

Marital Status of ESC Graduates

TABLE 25

Totals	Married Single Divorced Widowed Other	Marital Status
131	104 19 5 1	#Graduates
(100)	(80) (14) (4) (1) (1)	Percent

D. Reasons for Attending Empire State College

without disturbing his daily routines, and an appeal of philosophy which offers the student an opportunity for independent and individualized study, were the for 58 percent of the responses to the question. two outstanding reasons given for choosing ESC. Scheduling flexibility, allowing the student to pursue his program of study specified in their admissions prospecti. Table 26 summarizes these reasons. The first graduates of ESC came to the College for a variety of reasons These two reasons accounted

received 10 percent of the responses. was mentioned by only 8 percent of the students. Credit for prior experience and credit for prior formal education each The reason "quickest way to get a degree," Convenience of location was

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mentioned by 7 percent of the students as they indicated that they appreciated not having to travel long distances to attend ESC. As the data in Table 26 shows, low cost was not a significant reason for attending ESC.

Reasons for Attending ESC

TABLE 26

*Many graduates gave more than one reason for attending	Totals	Scheduling flexibility Appeal of philosophy Credit for prior experience Credit for prior formal education Quickest way to get degree Convenience of location Interest area not offered elsewhere Low cost "On-the-job" training Recommendation of another college administrator	Reason
ending	243	72 69 25 24 20 16 9 9	Number of Gradu- ate Responses*
	(100)	(30) (10) (10) (10) (10) (10) (10) (10) (1	Percent

Estimated Previous College Experience

have changed several times during the past two years, the responses to this general question have been coded into the categories specified in the table. coded as 2-1/2 years. example, if a student checked on one form 2-3 years previous college work, it was level work he had completed prior to entering ESC. Since Admissions Office forms Table 27 presents the graduate's perception of how much previous college

work and 67 percent of ESC graduates estimated they had 3 or 3-1/2 years of Years of college work. Some of these graduates indicated at the time of their college work. Eight percent of the graduates reported they had more than 3-1/2Twenty percent of ESC graduates had 2 or 2-1/2 years of previous college

ates had 2 or more years of previous college level work in their judgment. graduates had less than two years of college work. Thus 95 percent of the gradugraduate level. It is clear from the data in Table 27 that five percent of the admission that their present job required them to be functioning on a post-

Estimated College Level at Time of Admission

TABLE 27

Totals 1.	1 year 1-1/2 years 2 years 2-1/2 years 3 years 3-1/2 years 3-1/2 years	Estimated College Level #G
131 (100)	3 (2) 4 (3) 1 (2) 20 (15) 6 (5) 69 (54) 17 (13) 11 (8)	#Graduates Percent

F. Comparison of ESC Graduates and Current Students

on selected characteristics. As the data reveals, the graduates are older on average, are more likely to be female, are more likely to be married, are more single, more likely to be unemployed and has less previous college experience. comparisons is that the student who does not become a graduate is younger, male, program on a campus. The graduates, then, more than the current students, were able of these ranking differences cluster around the ESC delivery system which is education, quickest way to get a degree and convenience of location. Almost all graduates rank slightly higher scheduling flexibility, credit for prior formal students from the preceding tables, the following table compares these two groups to take advantage of ESC's delivery system. uniquely designed to meet the needs of students who cannot enroll in a traditional 500 students surveyed in May 1973. When comparing reasons for attending ESC, the likely to be employed, and have much greater previous college experience than the In order to pull together a demographic profile of ESC graduates and current As the data reveals, the graduates are older on the One trend that comes out from these

Selected Characteristics of ESC Graduates and Current Students

TABLE 28

Characteristic E	ESC Graduates (August 1973)	Current Students (May 1973)
Age: Average	40	33.5
Range 25 and under	19-72	16-66
50 and older	21%	19%
Sex:		······································
Male	47%	55%
remate	53%	45%
Marital Status: Married	, .	
Single	14%	34%
Divorced/Separated	6%	9%
Previous College Experience:		
two_three years		34%
Three years or more	75%	66%
Employment:	75%	54%
Reasons for Attendance Ranked: Scheduling flexibility	_	ა
Appeal of educational philosophy	2	ы
Credit for prior formal education	ω ω	лω
Quickest way to get a degree	ß	0.1
Interest area not offered electron	10	NA *
Low cost '	∞ ·	NA +
+111		

^{*}NA indicates that the particular reason was not applicable to the current student survey.

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Comparison of ESC Graduates and Minnesota Metropolitan State College Graduates

competencies, how they were attained and what learning programs they will underpolitan area and is part of the Minnesota State College System. MMSC is an upper division college serving students who have received their first two years of take in order to fulfill the requirements for the degree. college at another institution or who have presented evidence of college level learning through life experiences. The bachelor of arts is the only degree NMSC is a community-based college operating in the Minneapolis-St. Paul metro-Metropolitan State College a statistical profile of their first 59 graduates. We have obtained from the Office of Institutional Research at Minnesota Students file educational pacts with the college identifying their

graduates receive more life experience rather than academic credit than do ESC the fact that MMSC is an upper division college. However, it may be that MMSC greater amounts of previous academic experience which is somewhat surprising given status distributions are virtually the same. ESC graduates have substantially MMSC graduates are slightly older than ESC graduates while the sex and marital comparison is the similarity of the background characteristics of the graduates. compares selected characteristics of these graduates. What is striking about this graduates. Since MMSC is similar in many ways to ESC, we have prepared Table 29 which Data are not available to make this comparison.

study of 101 graduates which should be more comparable to the ESC study. differences between the two colleges. MMSC is in the process of completing another ates had applied to some graduate school while less than 12 percent of MMSC graduates had applied. A greater proportion of ESC graduates were accepted by however, these comparisons must be taken only as a preliminary indication of graduates. Because there are so few MMSC graduates applying to graduate school, various graduate schools and slightly more ESC graduates were rejected than MMSC When examining the graduate school experiences, almost half of ESC gradu-

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TABLE 29
Selected Characteristics of ESC and MMSC Graduates

Characteristic	ESC Graduates(N=131)	MMSC Graduates (N=59)
Age:		
Average Range	40 19-72	43 22-69
21 and under	2%	0%
50 and older	21%	28%
Sex:		3
Male	47	49
Female	53	51
Marital Status: Married	80%	83%
Single	14%	NA*
Divorced/Separated	o.,	NA
Previous College Experience:		1
Less than two years	ນ ທ _ິ %	. 76 % ∪ 7. 00 %
lwo-three years	10%	2 1 % 6 %
Three years or more	75%	ند 6%
Graduate School Experiences: Total Number Applying	5.7	7
Accepted .		
Rejected		
Pending		
*NA indicates that	*NA indicates that the information was not available in the	vailable in the
Tehor c.		

APPENDIX D

Major Occupational Categories and Criteria Used to Classify Positions

Methodology Employed

was incomplete, omitted or stated so generally (i.e. general job titles without a context for interpreting the responsibilities, etc.) that the Each occupation was classified by two independent judges and in special coding process. Even with this procedure, some occupational information staff was able in most cases to clarify, specify and compare occupational and other documents contained in the admissions office files, the research about the respondent's occupation on the graduate follow-up survey, on procedure used is as follows: on the basis of a specific question asked degree, the usual procedures for classifying occupations according to a cases of disagreement, additional judges were asked to rate an occupation. form, and on the basis of a review of the respondent's learning contracts the basis of the job recorded on the admissions prospectus and SUNY D1 major responsible jobs while at the same time they seck a baccalaureate vising a workable classification scheme for ESC students occupational final classification was more or less an arbitrary decision by coders. information about each respondent in order to improve the accuracy of the census type system have not proven satisfactory. information. Because ESC students are older and often presently hold The Research Office staff have faced particular difficulties in de-In this study, the

of the job data ESC has on its students (via college documents) and on reality of ESC student's occupational history. Therefore, on the basis The basic classification scheme utilized in previous Research & Reviews (i.e. Research & Review No. 10) is taken from those categories the basis of the following definitions and criteria, we classified respondents tinually refined these categories and added several new ones to fit the American Occupational Structure, 1967), developed by the Bureau of the Census. into these groups for analytical purposes. The research staff have con-(See also Blau and Duncan, The

1. Professional

petence in a position at a level specified by members of that profession either by a formally accredited degree program, by advanced or graduate level education and training, or by work experience and demonstrated com-Those individuals who have obtained certification in their occupation

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a four-year baccalaureate degree and thereby are not usually considere eligible for a professional positions on the basis of a completing specialized b) obtaining certain on the symptops experience that qualifies the individual to function as a professional constitutions and certain social service areas who worked in the same capacity assimily certain social service areas. professional training programs in certain areas (e.g., registered nurses, divinity school graduates, pharmacy school graduates) or the basis of are classified in this category. Although students, at ES

Illustrative Job Titles

という

Teacher, BOCES and Adirondack Community College Clergyman And Teach is a little of the Community College School Nurse Teacher Assistant Professor - Hotel Technology Program, Sullivan County Elementary or Secondary School Teachersholding Permanent Certificates Music teacher with substantial"background, Nursing Coordinator and Instructor Nurse and Assistant Drug Program Coordinator Nurse-Anesthestist Occupations at the Time of Admission Community College/ Junior College Teachers and Instructors Accountant (CPA) Registered Nurse Community College A 40,20 A 18 42 training and professional of the • • • • LICENSED MARKET 111 (31) Sec. 35 35.

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b) Occupation at the Time of the Survey, Fall 1973

Manufacturing Engineer + School Nurse Registered Nurse Obstetrics Nurse Nursing Supervisor - Hospital Law Teacher - University Level Teachers - Elementary or Secondary holding a Permanent Certificate Amesthetist re ide si Ford Motor Company

2. Semi Professional and Paraprofessional

equivalent to the four-year degree certified professional. specialized training and on-the-job experience which is substantial but not temporary) which allow them to perform semi-professional activities or have Individuals in this category may have certain licenses (provisional or

Illustrative Job Titles

Administrative Assistant to a SUNY Campus President Assistant Teacher - Open School Occupational Therapist and Consultant Nursery School Supervisor Community Worker - New York State Occupation at the Time of Admission Pre-school Teacher Narcotics Correction Officer Public Relations - State Comptrollers Office Child Development Counselor Senior Counselor - Drug Program Psychiatric Rehabilitation Worker Health Consultant Social Service Investigator Part time - English Teacher (substitutes) Teacher - Industrial Arts and Occupational Subjects Child Care and Counseling Specialist Activity Therapist, Crisis Intervention Unit, Psychiatric Hospital Veteran Counselor and Guidance Assistant Personnel Director Research Associate - Department of Mental Hygiene Teaching Assistant or Aide - Elementary School Labor Consultant Information Coordinator, State Assembly, Legislature of New York Adolescent Drug Specialist, Queens General Hospital

Occupation at Time of Survey, Fall 1973
Assistant Personnel Director
Office Practices Teacher, BOCES School

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Library Assistant, American School in London Teacher (part-time) at Women's Career Guidance Center at Rochester Community Mental Health Worker Program Activites Consultant (part-time) to Nursing Homes Public Relations, State Controllers Office Psychiatric Rehabilitation Worker Narcotics Correction Officer Parochical School Teacher - Provisional Certificate Health Consultant Director and Art Therapist, Creative Expression Workshop Teacher - Pre-vocational Shop - Disturbed and Brain Damaged Class Counselor, Parole and Probation Department, State of Massachusetts Nursing Home Coordinator, Eleanor Roosevelt Developmental Services Unit Activities Therapist, Crisis Intervention Unit, Psychiatric Hospital Substitute Teacher Institute of Technology New York State Department of Mental Hygiene

3. Executive or Managerial

agencies, labor unions and voluntary associations. at the upper levels of an organization and engage in policy making activities. This group includes not only private enterprise type organizations but public Individuals are classified in this category if they have job responsibilities

Illustrative Job Titles

a) Occupation at Time of Admission

Labor Union President Assistant Director and Dean of James Street Academy Corporation President Chairman, Board of Assessors

- b) Occupation at the Time of Survey, Fall 1973
 Labor Union President Local
 Corporation President
 Chairman, Board of Assessors
- 4. Supervisor or Public Official

all supervisory levels except the very top. Public officials includes policemen, firemen and civil service personnel at who have policy implementation responsibilities rather than policy making ones. Those individuals who function in middle and lower management positions

Illustrative Job Titles

Supervisor, Graphic Display Facility, General Electric Company Chief Investigator, Public Defender's Office Occupations at the Time of Admissions Director, Development and Construction, Contracting Officer, Housing Supervisor, Instructional Media Center, Hudson Valley Community College Director, Nursery School Chief Inspector, Downstate Bureau of Division of Industrial Safety Service Supervisor EEG-EKG, 'assar Hospital Business Agent for a Labor Union Facility Director, SUNY Urban Center at Schenectady Senior Investigator, Department of Social Services Union Representative Associate Director, Regional Opportunity Center of CUNY Coordinator, Health Occupation Education, City of Albany School District Captain, New York State Police Force Major, New York State Police - Director of Training Principal Clerk and Supervisor - New York State Director of Public Library Police - Senior Training Technician Coordinator of Training, Social Services Shop Operations Manager, General Electric Company Authority, New York State

9 Occupation at Time of Survey, Fall 1973 Senior Training Technician, New York State Police, Department of Civil Major, New York State Police Director of a Public Library Facility Director, SUNY Urban Center at Schenectady Senior Investigator, Department of Social Services Associate Director, Regional Opportunity Center, CUNY Director of Personnel and Staff Development Coordinator, Department of Shop Operations Manager, General Electric Company Social Services, State of New York Service

Business Agent for Labor Union

Principal Social Service Management Specialist, New York State, Department Supervisor EEG-EKG - Vassar Hospital Principal Clerk and Superviosr - New York State of Social Services

Chief Inspector, Public Defender's Office Chief Inspector, Downstate Bureau of Division of Industrial Safety Service Director, Southern Tier SUNY Education and Training Network

Associate Facilities Administrator, Xerox Corp. Research & Development

Director, Development and Construction, Contracting Officer, Housing Niagara County Health Department, Public Health Sanitarian Authority, New York State

Manager and Supervisor of Administration for Purchasing, Kodak Company Supervisor, Graphic Display Facility, General Electric Company

5. Technical

. . . .

managerial, supervisory, or semi-professional in nature, fields like computers, statistics, health services and research which are not This category encompasses those jobs in highly specialized and technical

Illustrative Job Titles

- a) Occupation at Time of Admission
 Senior Research Technician
 Medical Technologist III
 Computer Programmer/Analyst
 Statistical Analyst
 Senior Systems Analyst
 Senior Environmental Health Technician
 Medical Lab Technician (Blood Bank)
- b) Occupation at Time of Survey, Fall 1973
 Research Chemist
 Medical Technologist III
 Computer Programmer/Analyst
 Statistical Analyst
 Senior Systems Analyst
- 6. Small Business/Farm Ownership

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small private enterprises or farms. Individuals classified in this category include owners and operators of

Illustrative Job Titles

- a) Occupation at Time of Admission
 Owner, Used Furniture Store
 Operator of Sewing Business (part-time)
- ᠸ Director, Occupations, Inc. (local consulting service) Newburgh, New York Corporation President of Personnel Consulting Firm - Executive Searches Occupation at Time of Survey, Fall 1973 (small size)

7. Skilled Trades

factory jobs such as tool and die maker, machinist, etc. Those individuals employed in highly skilled manual trades or skilled

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Illustrative Job Titles

- a) Occupation at Time of Admission Carpenter
- b) Occupation at Time of Survey, Fall 1973
 Head Dinner Chef, Holiday Inn
- 8. Semi-skilled, Unskilled, Clerical and Sales

industry, manual trades, sales personnel, clerks and secretaries and low jobs with little or no specialized training and/or education, such as general level administrative assistants. The unskilled category encompasses those laborer, farm laborer, or hourly domestic housework. Those individuals employed as apprentices in construction, heavy

Illustrative Job Titles

) Occupation at Time of Admission Secretary to Supervisor in a Psychiatric Institute Clerk

Occupation at Time of Survey, Fall 1973
Salesman - Automobiles
Secretary to Director of New Rochelle Public Library
Clerk
Assistant to Finance Advisor

ᠸ

Ward Aide, Eleanor Roosevelt Developmental Services Unit, New York State Department of Mental Hygiene

9. Art and Interior Design

acting, writing, etc. graphic arts and interior decorating as well as creative arts, i.e. music, Individuals were classified in this category if they held jobs in the

Illustrative Job Titles

- a) Occupation at Time of Admission
 Actress, New York City
 Interior Designer
 Producer and Entertainer, Writer
 Graphics Artist
- b) Occupation at Time of Survey, Fall 1973
 Producer, Entertainer, Writer
 Actress
 Interior Designer

10. Housewife

are not paid for their work. as housewives. Some housewives may be engaged in part-time or full-time the individual would be classifed in another category. volunteer activities with significant leadership responsibilities but they Individuals are classified in this category if they identify themselves If such activity does receive remuneration,

11. Student

This enrollment can be at the undergraduate or graduate level. of post-secondary educational institution on more than a part-time basis. Those individuals are so classified if they are enrolled in some kind

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12. Unemployed

The same of the sa

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Individuals are classified in this category if they so indicate on their ESC documents or it can be determined from information available.

13. Unknown

Individuals are classified in this category if their occupation is unknown and no information could be provided by the ESC documents used in this study.

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APPENDIX E

Modifications of Naster Plan Areas of Study Categories

and additions are listed below for each Master Plan area of study. Human Development categories also presented coding decisions that don't reflect well the actual work completed by our graduates. The following modifications range of programs being pursued in this area. Cultural Studies, the Arts and The category education and social services is unwieldly and does not reveal the was coded by two judges and discussed at length before arriving at the final code studies was difficult as two categories seemed to apply. Each such decision of the graduate's completed learning contracts. statement (if that existed in his file) and on the basis of a content analysis the coding decisions were made on the basis of the graduate's own area of study of specifying further the content of the Master Plan categories. to code a graduate's program of study into one of the Master Plan areas of In coding each graduate's area of study, the Research Staff faced the task In several cases, the decision

architecture and literary criticism.) in painting, sculpture, music, drama, and the mass media; studies in perception. (From the Master Plan, 1972, Research Office added the fields of literature, The Arts: Studies in appreciation, history, criticism, and performance especially

Master Plan, Research Office added foreign languages, psychiatric counseling and studies beyond one society.) parapsychology. Literature was only included if the focus was on comparative religion; social history, social psychology; cultural anthropology. (From the 1972 Cultural Studies: Usually comparative studies in literature, popular culture, and

Social Theory: Studies in philosophy (including the philosophy of science), intellectual history (including the history of science), political theory, and psychohistory. (No changes made by the Research Office.)

removed from this classification since cultural and physical anthropology appear and anthropology. (From the 1972 Master Plan, Research Office added anthropology in 2 other categories. Law, labor, and crime added to this category. sociology; political and economic history; labor studies; history of technology; Political Economy: Studies in the relationships between politics, economics, and

development, physical anthropology, biology. Human Development: Studies in the evolution of the species: individual psychosocial (From the 1972 Master Plan, Research



and portfolio preparation, Office included Human biology as opposed to biology in general, personality theories

programs were so classified. biology(except human), ecology and environmental studies. Research oriented health structure, control, growth, and entropy; the application of science to social needs, including allied health. (From the 1972 Master Plan. Research Office included math, Science and Technology: Studies in concepts common to the sciences, e.g., stability,

Office.) marketing; systems analysis; applied economics. administration of organizations, including management, production, finance, and Business Administration and Professional Studies: Studies in the structure and (No changes made by the Research

Education and Social Services: Studies in the nature of learning; child development and education; histories, philosophies, administration, and comparative programs because of the emphasis on communication skills outlined in category. library science and public health (community & field work). Journalism was added social service experience. political issues; communication skills; field work and related practical education and in education and social services; institutionalization of agencies including social and (From the 1972 Master Plan. Research Office included

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APPENDIX F

Graduation	EMP TVE
tion	SIAIE
Statistic	
stic	COTTERE

Graduation Date	B.	Number o	f Degrees S. A.		s.	_Total
9/5/72	22	3	3	_		28
12/1/72	8	1		2		11
2/1/73	2	-	, _	_		2
3/1/73	4	1	_	1		6
4/1/73	3	3	_	_		6
5/1/73	12	2		1		15
6/1/73	10	4	_	-		14
7/1/73	10	2	1	-		13.
8/1/73	9	11	3	-		23
9/1/73	28	20	3	1		52
10/1/73	15	4	-	2		21
11/1/73	27	14	-	1		42
12/1/73	12	13	1	2		28
1/1/74	17	12	1	-		30
2/1/74	28	. 12	4	-		44
3/1/74	34	15	3	•		52
4/1/74	29	24	1	-		54
5/1/74	23	13	2	-		38
6/1/74	23	21	2	1		47
7/1/74	28	15	2	-	·	45
8/1/74	30	14	-	-		44
9/1/74	40	34	2	1		77
TOTALS	414	(60%) 238	(34%) 28	(4%) 12	(2%)	692

ESC Graduates by Learning Facility

TABLE 31

September 1, 1974

Learning Facility Genesee Valley Learning Center Northeast Learning Center Long Island Learning Center Metropolitan Learning Center	Number 170 158 199 109	Percent 25 23 29
Northeast Learning Center	158	20 .
Metropolitan Learning Center	109	16
College Wide Division	45	7
Totals	681	10υ

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ECHELLON ELLES ENLESSES

NEW YORK
SARATOGA SPRINGS
12:56

August 17, 1973

Dear

progress of its graduates. Therefore, we ask that you take a few minutes recent graduates. including state agencies and other colleges and universities, about our to answer the following questions. Periodically, Empire State College has requests from several sources, The College also wants to keep up to date about the

. Have you applied to graduate school? Yes_____ No_____ No_____

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2. Have you been accepted? Yes No If yes, where?

Have you been rejected by any college? Yes Are you presently attending or will be attending this institution by fall 1973? Yes____No___ If yes, which college? Do you know why?

ÿ admission to graduate school? As an ESC graduate, have you experienced any difficulties in seeking If yes, please identify.

difficulties? As far as you know, has ESC done anything to help you resolve these No No If yes, what?

If Empire State had a master's program, would you apply? N_O

If you are not going to attend graduate school by this fall, what will you be doing? (Be specific as to job or activity)

Have you experienced any problems in maintaining your present employment with an ESC degree? Yes If yes, what?

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6 Have your employment circumstances improved (e.g., job security, higher pay, job promotion, greater responsibilities) as a direct result of having an ESC degree? Yes No

Have you obtained other benefits as a result of your ESC experience? Did this occur in the same job? If yes, please identify. A new job?

If your address has changed, please indicate your name and address here.

(Last Name) (First Name) (Middle Name)

(Address)

(State)

(Zip)

Please return the questionnaire in the enclosed prepaid envelope.

Thank you.

Ernest G. Palola
Office of Research and Evaluation

Enclosure

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Name	6		Sex Age	; MS	Degree
, H	Occupation	ion			
	Reasons	Reasons for attending ESC:			
		, ,			
	Coded as:	as:			
	Estimate	Estimated College Level:	years		
II.	ESC Exp	ESC Experience: Lea	Learning Center:		
	As A	As Awarded:mo;	mo; By Transcript	; By Life	By Life Experience
	LC #1	Mentor:	Duration:	mo; FT or HT; Modules	; Modules
		Focus:			
			- And an advantage of the second seco		
		Coded As:		(MF	(MP Category)
	LC #2	Mentor:;	Duration:	_mo; FT or HI	FT or HT; Modules
		Focus:			
		Coded As:		(Mp	(MP Category)
	LC #3	Mentor: ;	; Duration:	_mo; FT or HT; Modules.	; Modules
		Focus:			
		Coded As:		(MP	(MP Category)

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LC #4	LC #4 Mentor:	; Duration:mo	mo; FT or HT; Modules
	Focus:		
			•
	Coded As:		
rea o	Area of Study (MP Categories)	ries)	
	Coded As:		
•			

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